

### Curriculum Sequencing Overview – Year 9 Music

Week	1	2	3	4	5	6	7	8
<b>Unit Theme and Assessed Knowledge/ Skills</b>	<b>UNIT 1: THE ROMANTIC ERA</b>  To learn about the music provision at Stanchester and expectations for music lessons	<b>UNIT 1: THE ROMANTIC ERA</b>  To understand the cultural context of the Romantic era	<b>UNIT 1: THE ROMANTIC ERA</b>  To identify instruments and composers from the Romantic era	<b>UNIT 1: THE ROMANTIC ERA</b>  To understand what Programme music is	<b>UNIT 1: THE ROMANTIC ERA</b>  To learn performance directions, to perform and be assessed	<b>UNIT 1: THE ROMANTIC ERA</b>  To input a melody into a DAW	<b>UNIT 1: THE ROMANTIC ERA</b>  To add beats in a DAW using a drum machine	<b>UNIT 1: THE ROMANTIC ERA</b>  To complete, perform and assess In the Hall remixes
<b>Lesson Topics Sequence &amp; Content</b>	A reminder of expectations for music lessons A discussion about key skills learnt through music An introduction to peripatetic music lessons and what music clubs are on offer  KO words for this term	A listening and analysis exercise An introduction to what the Romantic era is and what the music sounds like A discussion about key events in the Romantic era <i>Task: A game re-enacting the lives of Romantic composers</i>	A recap on facts from the Romantic era An introduction to Baroque woodwind, strings, brass and percussion instruments through listening and analysis <i>Task: Playing of Grieg's In the Hall of the Mountain King melody on the keyboards</i>	A recap on key words from the previous lesson A discussion about what Programme music is and why it was important in the Romantic period Listening and analysing In the Hall of the Mountain King by Grieg <i>Task: Playing the bass part to In the Hall</i> <i>Extension: To play the melody on guitar</i>	A recap on note values An introduction to performance directions and dynamics <i>Task: to perform in pairs or small groups</i> <i>Task: to assess performance skills</i>	A recap what is a remix Listening to and analysing a remix of In the Hall Discussion on what is a DAW and how to use it to record a melody <i>Task: To create In the Hall melody into a DAW</i> <i>Extension: to add effects to the recorded melody</i>	A recap on MIDI and adding piano tracks Listening and analysing another remix of In the Hall, discussing how to create an interesting timbre Watching a video on how to work a virtual drum machine <i>Task: To create beats on a DAW using a drum machine</i> <i>Extension: Create another track using a different virtual instrument</i>	A recap on what makes a good performance An introduction about ways to enhance performances <i>Task: to perform RAPS in small groups</i> <i>Task: to assess group skills</i>

<b>Key Assessments</b>	<b>Aural skills:</b> Informal assessment: working out the notes of a simple melody	<b>Research skills:</b> Informal assessment: working out key facts about the Romantic era	<b>Performing skills:</b> Informal teacher-led assessment: learning to play the melody of In the Hall of the Mountain King	<b>Performing skills:</b> Informal teacher-led assessment: learning to play the bass of In the Hall of the Mountain King	<b>Performing skills:</b> self-assessment: performing In the Hall of the Mountain King as a small ensemble. Future performing Target setting	<b>Production skills:</b> Informal teacher-led assessment: learning to record a melody into a DAW	<b>Production skills:</b> Informal teacher-led assessment: learning to add beats into a DAW	<b>Composing skills:</b> self-assessment: composing a remix of In the Hall of the Mountain King Future composing Target setting
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Week	9	10	11	12	13	14	15	16
<b>Unit Theme and Assessed Knowledge/ Skills</b>	<b>UNIT 2: BEATLES/BRITPOP</b> To learn who the Beatles were and to play one of their early songs	<b>UNIT 2: BEATLES/BRITPOP</b> To learn about the key features of Rock n Roll music through playing a Beatles song	<b>UNIT 2: BEATLES/BRITPOP</b> To learn about Hooks and Riffs and to play famous Beatles ones	<b>UNIT 2: BEATLES/BRITPOP</b> To sing and play the melody of various Christmas songs and self-assess	<b>UNIT 2: BEATLES/BRITPOP</b> To understand the emergence of Britpop and to play an Oasis song	<b>UNIT 2: BEATLES/BRITPOP</b> To create a melody over a four-chord sequence	<b>UNIT 2: BEATLES/BRITPOP</b> To create lyrics to a simple melody	<b>UNIT 2: BEATLES/BRITPOP</b> To perform their Britpop song and self-assess group skills
<b>Lesson Topics Sequence &amp; Content</b>	Pupils will learn about who the Beatles were, when they first emerged and where. Pupils will learn about individual Beatles and their role within the band. Pupils will listen to Twist and Shout and learn how to sing and play the chords and melody. Pupils will perform to the class	Pupils will learn about the key features of Rock n Roll which appear in many Beatles songs. Pupils will listen to the Beatles song Rock n Roll music and listen out for the key features. Pupils will first play the bass line, then chords using bass guitars, guitars, keyboards	Pupils will watch a short video about hooks. Pupils will listen to various famous Beatles songs and will sing along. Pupils will then play the melodies/hooks/riffs on keyboards/guitar/ukulele. Pupils will perform to the class	Pupils will listen to several Christmas songs and sing along. Pupils will learn to play the melody of various Christmas songs. Pupils will self-assess their singing abilities. Pupils will perform songs to the class at the end of the lesson	Pupils will learn about the emergence of Britpop and the influence of the Beatles and 1960's Rock n Roll on this genre of music. Pupils will learn about Oasis, its band members and their accolades. Pupils will learn about the influence of John Lennon's Imagine on Don't Look back in anger	Pupils will learn more about the culture of 1990's music. Pupils will learn about who Blur were and their rivalry with Oasis. Pupils will listen to Parklife and discuss the structure and arrangement of the piece-noting the speaking at the beginning	Pupils will learn about Britpop's interest in regional dialects and how lyrics were reflective of working-class people's lives. Pupils will learn about Pulp, its band members and songs and will learn to play Common People. Pupils will work in small ensembles to create simple lyrics for their melody	Pupils will rehearse their Britpop inspired song learnt over the last 3 lessons in small groups. Pupils will consider refining their performances with dynamics, thought to phrasing and performance directions is essential



		Finally, pupils will play the melody line for Rock n Roll Music and perform to the class		* If pupils wish to continue playing Beatles' melodies they can, but will still need to assess their singing skills*	and will learn to play this song Pupils will perform at the end of the lesson	Pupils will work in groups to play the chords and create a simple melody. Pupils will perform at the end of the lesson	Pupils will perform at the end of the lesson	Pupils will self-assess their group skills
<b>Key Assessments</b>	<b>Performing skills:</b> Informal teacher-led assessment: learning to play the melody of Twist and Shout	<b>Performing skills:</b> Informal teacher-led assessment: learning to play the melody of Rock and Roll Music	<b>Performing skills:</b> Informal teacher-led assessment: learning to play Beatles Riffs	<b>Singing skills:</b> Informal teacher-led assessment: learning to play Beatles Riffs	<b>Singing skills:</b> Informal teacher-led assessment: learning to sing+play Beatles Riffs	<b>Composing skills:</b> informal teacher-led assessment: creating a simple melody	<b>Composing skills:</b> informal teacher-led assessment: creating simple lyrics	<b>Ensemble skills:</b> self-assessment: ensemble skills. Future composing Target setting

Week	17	18	19	20	21	22	23	24
<b>Unit Theme and Assessed Knowledge/ Skills</b>	<b>UNIT 3: ROCK MUSIC</b> To learn about the characteristics of Glam Rock and to play a song in this style	<b>UNIT 3: ROCK MUSIC</b> To apply BTEC music skills through studying what it takes to be a performer	<b>UNIT 3: ROCK MUSIC</b> To learn about the characteristics of Hard Rock and to play a song in this style	<b>UNIT 3: ROCK MUSIC</b> To apply BTEC music skills through studying what it takes to be a recording engineer	<b>UNIT 3: ROCK MUSIC</b> To learn about the characteristics of Heavy Metal and to play a song in this style	<b>UNIT 3: ROCK MUSIC</b> To apply BTEC music skills through studying what it takes to be an entertainment lawyer	<b>UNIT 3: ROCK MUSIC</b> To learn about the characteristics of Progressive Rock and to play a song in this style	<b>UNIT 3: ROCK MUSIC</b> To perform a piece from this Unit and to self-assess
<b>Lesson Topics Sequence &amp; Content</b>	Pupils will Learn about the characteristics of Glam Rock and instruments of a Rock band Pupils will look in detail at Queen and listen to “Crazy Little Thing called Love” Learn about vocal ranges and understand that Freddie Mercury had an exceptional vocal range Sing “Bohemian Rhapsody” and play it on instruments	Pupils will Learn about components from the BTEC course Work towards C1 unit by creating a mini Ppt investigating Glam Rock giving examples of artists, the characteristics of the style and by describing a piece of music using musical elements Work towards C2 unit by investigating the skills it takes to become a performer	Pupils will Learn about the characteristics of Hard Rock Pupils will look in detail at Guns and Roses band and listen to a video demonstrating Axel Rose’s outstanding vocal range Watch “Sweet child of mine” and play it on instruments	Pupils will Learn about components from the BTEC course Work towards C1 unit by creating a mini Ppt investigating Hard Rock giving examples of artists, the characteristics of the style and by describing a piece of music using musical elements Work towards C2 unit by investigating the skills it takes to become a sound engineer	Pupils will Learn about the characteristics of Heavy Metal Pupils will look in detail at Black Sabbath and listen to “Iron Man” Learn about the use of drum kit in a Rock band and will watch a video about key drum patterns used in Iron Man Work in pairs to play drum patterns and ultimately try the drum kit Create their own drum patterns	Pupils will Learn about components from the BTEC course Work towards C1 unit by creating a mini Ppt investigating Heavy Metal and by describing a piece of music using musical elements Work towards C2 unit by investigating the skills it takes to become an Entertainment lawyer	Pupils will Learn about the characteristics of Prog Rock Pupils will look in detail at bands Yes and Pink Floyd Learn about Prog Rocks use of improvisation in their works Work to improvise against a set of Rock chords then will improvise against chords from Pink Floyd’s “Shine on you crazy Diamond”	Pupils will Recap on the different styles of Rock and their characteristics Work on one of the pieces to perform to the class Self-assess their work this unit and hand in their mini Ppts
<b>Key Assessments</b>	<b>Singing skills:</b> Informal teacher-led assessment: learning to sing Bohemian Rhapsody	<b>Listening skills:</b> Informal assessment: Analysing Rock melodies	<b>Performing skills:</b> Informal teacher-led assessment: learning to play the riff from Sweet Child of Mine	<b>Listening skills:</b> Informal assessment: Analysing Rock melodies	<b>Performing skills:</b> Informal teacher-led assessment: learning to play simple drum-beats	<b>Listening skills:</b> Informal assessment: Analysing Rock melodies	<b>Improvising skills:</b> Informal assessment: improvising over a backing track	<b>Performing skills:</b> self-assessment: performing/research skills. Future target setting



Week	25	26	27	28	29	30	31	32
<b>Unit Theme and Assessed Knowledge/ Skills</b>	<b>UNIT 4: FILM MUSIC</b> To learn about early film music and create an improvised score	<b>UNIT 4: FILM MUSIC</b> To play a Ragtime style of music from a Charlie Chaplin Film	<b>UNIT 4: FILM MUSIC</b> To learn about and to play leitmotifs (theme tunes)	<b>UNIT 4: FILM MUSIC</b> To learn how film music can create emotions	<b>UNIT 4: FILM MUSIC</b> To learn what makes a good Horror Movie theme and to play one	<b>UNIT 4: FILM MUSIC</b> To use a DAW to create a Horror music theme tune	<b>UNIT 4: FILM MUSIC</b> To learn how to input MP3 sound effects into a DAW	<b>UNIT 4: FILM MUSIC</b> To complete Horror pieces, perform them and to self-assess
<b>Lesson Topics Sequence &amp; Content</b>	<b>Pupils will:</b> Learn when silent films were first invented and how they evolved to include music see examples of early film Learn about the Wurlitzer organ which accompanied early film Create a silent film score	<b>Pupils will:</b> Watch a video to learn about Ragtime Watch a Charlie Chaplin film with Ragtime music learn to play Scott Joplin's The Entertainer	<b>Pupils will:</b> Learn how music evolved from a piano accompaniment for silent films to the Jazz Singer which had recorded songs and speech in 1927 to King Kong fully scored in 1933 Learn about leitmotifs and play several action themes on keyboards	<b>Pupils will:</b> Listen to the music from the film Up and discuss how the composer creates emotion Learn about the composer who wrote Up To play the main theme from Up on keyboards	<b>Pupils will:</b> Discuss what makes a horror theme sound scary Watch a video about how music is created to sound scary Play various horror movie themes	<b>Pupils will:</b> Recap on previous horror movie themes and key features required to create horror music Pupils will open a DAW and add layers of sound to re-create horror music Pupils will perform to the class	<b>Pupils will:</b> Learn how to access free Mp3 horror sound effects and import them into a DAW Students will add these to their previous project to create suspense	<b>Pupils will:</b> Complete their pieces Self-assess their ability to improvise for silent film music and to create a horror film theme
<b>Key Assessments</b>	<b>Improvising skills:</b> Informal assessment: Improvising a piece of incidental music to film excerpt	<b>Performing skills:</b> Informal teacher-led assessment: learning to play The Entertainer	<b>Performing skills:</b> Informal teacher-led assessment: learning to play film Themes	<b>Performing skills:</b> Informal teacher-led assessment: learning to play the theme from Up in different emotional ways	<b>Performing skills:</b> Informal teacher-led assessment: learning to play horror themes	<b>Composing skills:</b> informal teacher-led assessment: creating a horror background theme on a DAW	<b>Composing skills:</b> informal teacher-led assessment: creating a horror background theme on a DAW with added sound effects	<b>Composing skills:</b> self-assessment: composing skills. Future composing Target setting



Week	33	34	35	36	37	38	Summer break
<b>Unit Theme and Assessed Knowledge/ Skills</b>	<b>UNIT 5: MUSIC FOR MEDIA</b> To play a piece of early gaming music		<b>UNIT 5: MUSIC FOR MEDIA</b> To play + create own gaming music		<b>UNIT 5: MUSIC FOR MEDIA</b> To compose a piece of gaming music using a DAW		
<b>Lesson Topics Sequence &amp; Content</b>	Students will: Listen to early gaming music Look at early gaming music composers To play a piece of gaming music: Tetris or Mario brothers		Students will: Learn about how Mario brothers sound effects were created and why Students will play some of these themes Students will then create their own sound effects for characters of a game on keyboards		Students will: Learn about adaptive music which changes with a change in scene on the game Students will create an imaginary scene change in a game and create music using a DAW for this.		
<b>Key Assessments</b>	<b>Performing skills:</b> Informal teacher-led assessment: learning to play early gaming music		<b>Composing skills:</b> Informal teacher-led assessment: learning to create gaming Themes		<b>Composing skills:</b> Informal teacher-led assessment: learning to create 2 contrary gaming scenes music		